

Effective Job Coaching — Session 1

Innovations in Employment Supports
Center for Human Services Education

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Distance Learning Protocol

1. You are expected to be on-time for an online training just like an in-person training. It is best to join the room a few minutes early so you can address any technical issues should they arrive.
2. Ensure you are in an environment free from distraction. Close your work email application so you will not be distracted by email notifications.
3. Follow any instructions given by the trainer regarding attendance so you can receive credit for the class. This may include filling out an evaluation after the session.
4. Innovations credit will not be given until you have completed all sessions of the training.

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Distance Learning Protocol

5. You must be able to attend all sessions of the scheduled training to receive credit. For example, if it is a two-part course and you only attend one part, you will need to register for the course at a later date and attend both parts in order to receive credit.
6. Participation in polling questions and chat box discussions is required.
7. Please cancel your registration if you are unable to attend the webinar so you are not marked as a "no-show".
8. Each registered student should use their own device to participate in the webinar so Innovations staff can accurately account for who attended. Multiple students should not participate using the same computer.

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Attendance & Engagement

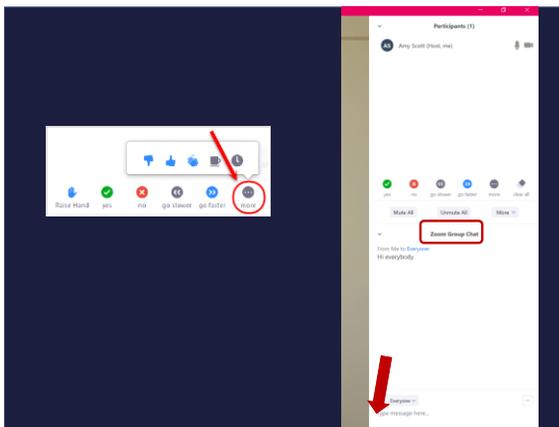
- Type your name in the chat box and this will serve as a sign in sheet
- 100% participation in polls is expected
- Everyone is expected to contribute to the chat box during this virtual learning experience
- If you have questions or comments at any time, please type in the chat box
- If you would like speak, please raise your hand



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Sessions 1 & 2

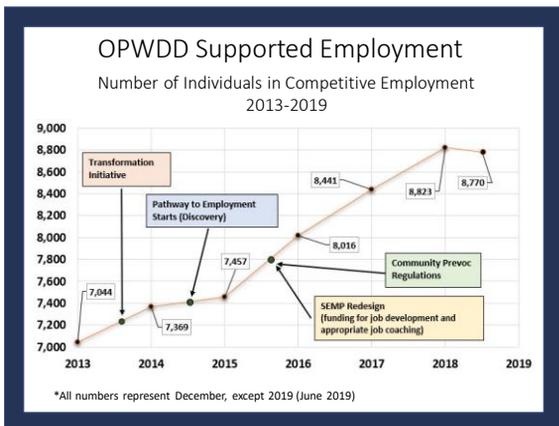
SCHEDULE	PURPOSE	PAYOFF
Class Credits	To gain a deeper understanding of coaching supports	Gain more skills to support people on the job Understand how our role enhances employment success
How to Engage!	Explore a variety of coaching techniques and strategies through discussion and practice	Ability to create deeper relationships with businesses

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- ✓ Benefits of Job Coaching
- ✓ Instructional Techniques
- ✓ Workplace Culture
- ✓ Understanding Natural Supports
- ✓ Long-term Career Development
- ✓ Documenting Allowable Services

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Expectations of a Job Coach

- Maintain communication with all stakeholders
- Evaluate work performance
- Analyze tasks
- Understand the workplace culture
- Identify natural supports
- Map career paths
- Document services

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Purpose of a Job Coach

1. Employer interaction
2. Teach job tasks
3. Teach and ensure appropriate work-related behaviors
4. Assist with navigating workplace culture
5. Facilitate reliance on natural supports
6. Continue career and skill development

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- 1. EMPLOYER INTERACTION**
- Site Observation
 - Build a Relationship
 - Learn the Job
 - Discrepancy Analysis
 - Communication Expectations
 - Fading Plan



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EMPLOYER INTERACTION



Conduct a site observation

- *What does the physical environment look like? Any challenges?*
- *What does the flow of people and/or goods look like?*
- *What can you observe about the culture?*

Establish a good relationship with the supervisor

- *Learn the chain of command*
- *Learn their supervision style (hands-on, hands-off, preferences)*
- *Clearly communicate the role of the Job Coach*
- *Identify who the employee should go to if that supervisor isn't available*



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Job / Site Analysis

- Core tasks – Essential functions of the job
- Episodic tasks – Things you do on occasion
- General requirements – Qualifying criteria (i.e., licenses, certifications, physical abilities)
- Work environment – Indoors / outdoors, temperature, noise, dust, lighting, etc.
- Work Culture Considerations – Elements of the work, setting, including the people, that exist and increase the likelihood of inclusion

Pages 2-3 - Workbook

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EMPLOYER INTERACTION

Learn the job (before day 1 if possible)

- *Observe the job duties*
- *Shadow an employee*
- *Try to do the work yourself (if possible)*
- *Make sure you know exactly what the supervisor expects (quality, quantity, etc.)*
- *Ask questions*

Ensure a thorough Discrepancy Analysis has been done

- *Requires clear understanding of the job tasks*
- *Use Discovery Reports and documentation to understand employees' abilities*
- *May have been done by the Job Developer*

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EMPLOYER INTERACTION



Setup communication expectations

- What is the supervisors' preferred communication method?
- How often would they like you to check in?
- What time of day would they prefer to meet?



Communicate the fading plan

- What does independence look like to the supervisor?
- How long do you expect the intensive phase to last?
- How often will you be there in the intensive and extended phases?

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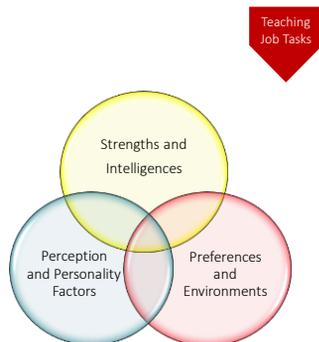
Teaching Job Tasks

2. TEACHING JOB TASKS

- Learning Styles
- Prompting Levels
- Instructional Techniques

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Learning Style



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Multiple Intelligences
[Pages 4-9, Workbook]

Linguistic	Logical
Visual	Kinesthetic
Musical	Interpersonal
Intrapersonal	Naturalistic

Teaching Job Tasks

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Multiple Intelligences
[Pages 4-9, Workbook]

Linguistic

LINGUISTIC
Learns by using language through hearing, reading, writing

Teaching Job Tasks

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Multiple Intelligences
[Pages 4-9, Workbook]

Logical

LOGICAL / MATHEMATICAL
Learns best with simple, precise, and logical steps; use of math may also be a strength

Teaching Job Tasks

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Teaching Job Tasks

Visual

Multiple Intelligences

[Pages 4-9, Workbook]

VISUAL / SPATIAL
Learns through use of pictures, video, or the creation of images

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Teaching Job Tasks

Kinesthetic

Multiple Intelligences

[Pages 4-9, Workbook]

BODILY - KINESTHETIC
Learns by doing; uses physical movement and motion when thinking

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Teaching Job Tasks

Musical

Multiple Intelligences

[Pages 4-9, Workbook]

MUSICAL
Learns best when information is in rhyme, rhythm, tune or pattern

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Teaching Job Tasks

Interpersonal

Multiple Intelligences

[Pages 4-9, Workbook]

INTERPERSONAL
Learns by using communication and interaction with others; attends to others needs

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Teaching Job Tasks

Intrapersonal

Multiple Intelligences

[Pages 4-9, Workbook]

INTRAPERSONAL
Learns through observing and taking time to reflect; may learn best in one-on-one situations

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Teaching Job Tasks

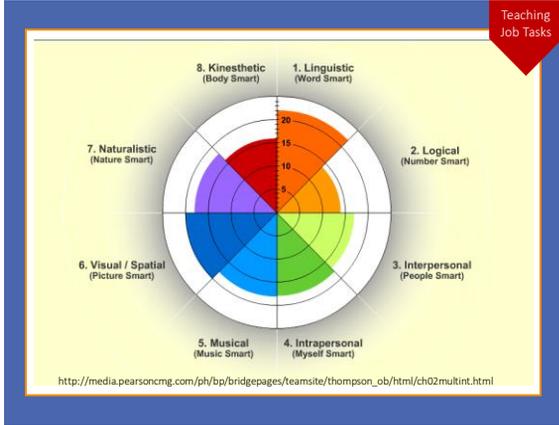
Naturalistic

Multiple Intelligences

[Pages 4-9, Workbook]

NATURALISTIC
Ability to recognize and categorize plants, animals and other objects in nature

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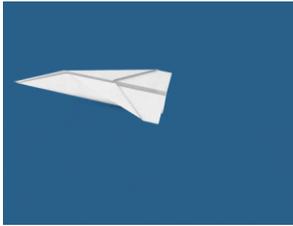
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Auditory Instructions

Teaching Job Tasks

- Take an 8 1/2 by 11" inch sheet of paper and put it on your desk. Fold it down the middle lengthwise. Open up the paper after folding it.
- Make a 1/2" fold at the top of the sheet.
- Fold this flap over 2 more times.
- Fold the left and right top corners down so that they touch in the middle of the page.
- Fold the airplane in half on the original lengthwise fold.
- Fold each wing down to give the airplane a streamlined appearance.

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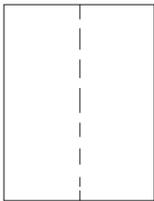
Teaching
Job Tasks

Visual

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Kinesthetic – Visual - Auditory

Teaching
Job Tasks



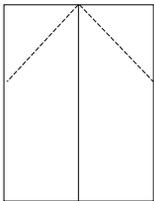
DIG. 1

1) First take a rectangular A4 (8 1/2" by 11") sheet of paper and fold down the center dotted line on [DIG. 1](#) opening it out again afterwards.

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Kinesthetic – Visual - Auditory

Teaching
Job Tasks



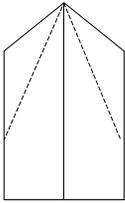
DIG. 2

2) Take the rectangular sheet and fold it on each side along the dotted line in [DIG. 2](#).

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Kinesthetic – Visual - Auditory



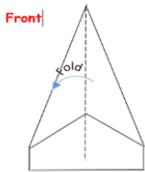
3) Fold again along the dotted lines in [DIG. 3](#).

DIG. 3

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Kinesthetic – Visual - Auditory



4) With the folds facing up, fold the paper in half, down the middle where the first fold was made, bringing the edges together. [DIG. 4](#) as a front view.



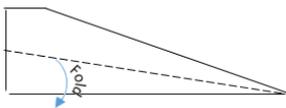
DIG. 4

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Kinesthetic – Visual - Auditory

5) Fold the wings down along the dotted line in [DIG. 5](#) one either side of the center. The plane is now ready to fly!



DIG. 5

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Teaching Job Tasks

Dunn and Dunn

Sociological
Individual, pairs, teams, authority, varied

Emotional
Motivation, persistence, responsibility, structure.

Environmental
Sound, light, temperature, seating design.

Physiological
Perceptual, intake, time, mobility

Psychological
Global, analytical, impulsive

(page 10, workbook)

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Teaching Job Tasks

Amy's Learning Style

I like to do

A little anxiety
Connect to Prior knowledge

QUIET PLEASE

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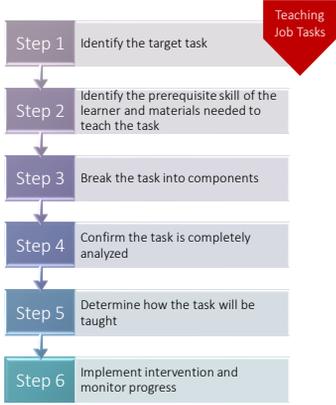
Teaching Job Tasks

PROMPTING LEVELS

- Natural cues
- Visual / picture
- Proximity / shadowing
- Indirect verbal
- Direct verbal
- Gestural
- Modeling
- Physical / touch

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COMPLETING A TASK ANALYSIS



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TASK ANALYSIS CONSIDERATIONS



Natural cues and contrived cues?

What does the task look like if it is done correctly?

Where does the task fit into the full cycle of the job?

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Text image or email to:
 716-418-2736 or
ascott@humanservicesed.org



[Page 32, workbook]

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